

THE CATHOLIC LIBRARY WORLD



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VATICAN NORME AND THE AMERICAN CATALOGER

REVEREND EDWARD ROCHE

GRASS ROOTS OF LIBRARY SERVICE

RICHARD JAMES HURLEY

STIMULATING THE USE OF THE LIBRARY

REVEREND S. B. WITKOWIAK
BROTHER CLARENCE A. SAUNDERS, S.M.

EVALUATING ILLUSTRATIONS IN CHILDREN'S BOOKS

SISTER M. JEANNE, O.S.F.

Compton Comment

LIBRARIANS who have used the new 1946 edition of Compton's have written interesting letters about it. They are enthusiastic about the new page design, the quality and up-to-dateness of text and pictorial diagrams, and the beauty of the direct-color photographs. Curiously enough, more librarians have commented upon the new state maps than on any other feature. And thereupon hangs a tale.

For many years librarians have been asking for colored political maps of the states. We already had good relief maps, and, as the company officers and editors pointed out, every library and school had an atlas. Wouldn't the librarians prefer that we spend our money for features that couldn't be had elsewhere? This seemed sensible, and I so explained our position. Librarians listened politely—and they still wanted state maps.

One day Mr. Compton came to a conference with fire in his eye. It made him mad, he said, to have to hunt for his atlas every time he needed a state map. Others felt the same way, and finally we all voted for state maps.

Well, it seems there are state maps and state maps. Some show everything but the kitchen sink with the result that you can't find anything. We consulted map experts. Each wanted some new feature,



and that didn't help. Then we had some conferences with Mr. R. S. Hammond and got down to basic principles. What people really needed, we decided, were maps showing lakes, rivers, streams, counties, and all the towns in

each state—even the Podunk size! Furthermore, these maps should be done in color sufficiently transparent so that you could read the names of the towns, and a complete index should be placed adjacent to the maps.

Then came the war. Uncle Sam told us how much paper we could use, and the addition of some hundred pages to each set was out. Finally in the year 1946 the librarians got their maps. They like them and so do we.

RECENTLY all papers carried the story of the contest between Kiyoshi Mastuzaki, a Japanese accountant who used the ancient abacus, and Private Thomas Wood, who operated a modern American accounting machine. As everyone knows, Japanese Mastuzaki won.

Well, the idea of substituting beads for fingers intrigued me. So I turned to Compton's and there was a brand new article on the abacus with a diagram! And quick as scat I learned to add 182 and 67. Wonderful people—these Compton editors. How did they know the abacus would become front page news?

L. J. L.

COMPTON'S PICTURED ENCYCLOPEDIA

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The Catholic Library World

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MEMORIA IN AETERNA

The loss to the Catholic Library Association, to the Catholic library movement and to librarianship in general in the passing of the Rev. Francis A. Mullin cannot be measured by external yardsticks. He erected no great building, he was president of no national body of librarians, his name appeared but seldom in our professional magazines, he sought no distinctions. Yet he built better than those whose names are commonplace. The outward sign is the Department of Library Science at the Catholic University of America. The inward sign is the strong professional spirit in the graduates of this Department and in the reverence that hundreds of librarians and others hold for Father Mullin as scholar, counselor and priest. To the very last days of his long illness by letter, word and precept he was our constant inspiration and will be of everlasting memory.

Father Mullin directly served the Catholic Library Association as a member of its Executive Council. I am sure that I echo the heart of every member whether officer or not when I apply that familiar phrase "Well done, thou good and faithful servant". The Association will take formal steps at a later date to pay deserved tribute to our fellow member. At this time, these few, insufficient and inadequate words must suffice.

Richard James Hurley, President
Catholic Library Association

THE VATICAN NORME AS AN AID TO THE AMERICAN CATALOGER¹

By REVEREND EDWARD ROCHE

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Since 1931 we have had at our disposal, in the catalog rules of the Vatican Library, a cataloging code hailed as one of the best ever issued. The Vatican *Norme* were extolled for their elaborate thoroughness. They were the scientific reduction to a code of all the cataloging experience gained in the many years since the appearance of the A. L. A. code in 1908. In an exhaustive review of the *Norme*, published in the *Library Quarterly*, Dr. Hanson of the University of Chicago expressed the opinion, or the hope: "that the libraries of the Catholic Church, with their many large and valuable collections . . . will take advantage of the guides issued by the Vatican Library and plan their catalogs according to the models provided, seems reasonable . . . (establishing) another important center for co-operation in bibliographic work . . ."

The response of the "libraries of the Catholic Church" has been somewhat less unanimous than that envisioned by Dr. Hanson. In reality, it would appear that comparatively few of our American Catholic librarians have put the *Norme* into use as a practical aid in their cataloging work. The language difference may have been the chief barrier, especially when there was at hand in English the old A. L. A. code, sketchy as it may have been. However, lack of appreciation of the real help which the *Norme* could give the Catholic librarian in solving some of our own peculiar problems undoubtedly contributed to the apathy with which they were received. It is perfectly true that a great many of these

specifically Catholic problems have been solved by the issuance of the 1941 A. L. A. code. However, there are still several fields in which the Vatican rules supplement A. L. A. practice. It is the purpose of this paper to point out a few of these items to you.

As you all realize, the Vatican *Norme* are basically the same as the American-British codes. Such similarity was to be expected, when we consider the genesis of the reorganization in the Vatican Library which gave rise to the new catalog rules. In 1928, a group of American librarians, with a grant from the Carnegie Endowment, spent several months in Rome, laying the foundations for that reorganization. Then a group of the Vatican librarians spent two years in American Library schools. The result was that their work in the Vatican and the subsequent code were definitely in accord with American practice. This fact is worthy of note because it may allay the fear of some Catholic librarians that using the Vatican *Norme* might require a great deal of reorientation in their existing practices. Actually there are few major changes, except those that will be pointed out shortly. In general there is no question of substituting one code for another. It is simply using additional light which can prove helpful in several instances.

One general advantage that the *Norme* have, even over the 1941 A. L. A. code, is that they frequently give more elaborate and detailed treatment. To the thoroughly trained and experienced cataloger such treatment may be of little importance, but for a cataloger who is "feeling" his or her way,

1. Paper read at the Cataloging and Classification Round Table, 20th Annual Conference, St. Louis, April 24, 1946.

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the multiplication of specific examples is a great aid. Especially when "minutiae" arise, over problems of collation or the order and form of notes in regard to title-page variations, for example; it is reassuring to the inexperienced cataloger to have some concrete examples to consult.

It is in the field of directly Catholic subjects and closely related ones that the *Norme* have their special utility for us. In these Catholic topics the Vatican parts company in several instances with A. L. A. procedure. On the whole we have found their changes warranted and recommend them even though they entail some confusion if you are using Library of Congress cards. The most sweeping general change is the dropping of the heading *Catholic Church* in practically all instances where A. L. A. would use it as an author entry. We have been following the same practice for nine years in our library and have found it highly successful. Retaining "Catholic Church" as the main entry would simply have filled many drawers in our card catalog, through which the prospective users would have to cut down to the key word for which they were looking. As a result of this general practice, for example, all liturgical books are cataloged directly under their official Latin title in the Vatican rules 216-218, instead of under the cumbersome "Catholic Church. Liturgy and ritual. Breviary". Under rule 216 the *Norme* give a long list of the official liturgical books with their Latin titles. You may question the use of the Latin in preference to the English form. It has the advantage of being the official title, and of lending itself to modification without the inconvenience of inverting the adjective. Moreover, in your average Catholic library, most of the texts represented by missals, breviaries, graduals, etc. will be in Latin anyhow.

In this rule on liturgical books the *Norme* apply the same practice to Byzantine books, entering them directly under their latinized form. At the Feehan Memorial Library we have, inconsistently perhaps, ignored Vatican procedure there and gone along with the A. L. A. code. Among the cosmo-

politan clientele of the Vatican Library it is probable that users will look for the "Euchologion". We have felt that, while our students will look for the "Missale" or the "Breviarium", it is wiser to list the other: "Orthodox Eastern Church. Liturgy and ritual. Euchologion". In defense of our inconsistency, incidently, it is only fair to note that the *Norme* enter not: "Book of common prayer," but: "Church of England. Book of common prayer".

Following the same general rule of avoiding *Catholic Church* as an author entry, the *Norme* enter official acts of the Popes directly under "Popes. 1903-1914. (Pius X)" for an individual Pope, or simply: "Popes. Acts" for a collection of several Popes—for bulletins or regesta, for instance. Here, incidentally, we have an example of more extensive treatment in the *Norme*. Their rule 170 for entering official papers of the Popes covers three full pages, compared with three paragraphs in the A. L. A. code.

Documents emanating from the various Congregations, Offices, and Tribunals of the Roman Curia will bulk large in any Catholic library holding much canonical or historical material. Once again, we find the *Norme* useful because of much more extensive treatment, with rule 171 devoting two pages to the subject. They enter, of course, directly under the name of the Congregation, or Office—in Latin—dispensing with the preliminary: "Catholic church". Particularly useful, unless your cataloger happens to be a canon lawyer, is a list included in the rule which gives the official title of all the extant branches of the Curia, together with a few of the more prominent suppressed Congregations. The rule also covers the handling of material from suppressed Congregations—the *Congregatio indicis*, for example. Here, as in several other instances, the *Norme* also provide a convenient bibliographical reference for more details on the suppressed Congregations and the modern Congregations which have taken over their work.

Of a similar nature to Curia documents are official publications of a diocese or ecclesiastical province. A. L. A. and *Norme*

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practice agree on this point, entering under the See city, adding in parenthesis the type of jurisdiction. But the *Norme*, in rule 174, take up several related questions as, for example, the collected official acts of a Bishop; the official publications of diocesan offices, like the Chancery or the Archives; liturgical books published by the diocese. Entry may have to be made at times for a diocese absorbed into a larger diocese, or transferred to another city; and the *Norme* again specifically treat this question. It is true, of course, that the A. L. A. rules cover such problems, but often the rule that applies can be found only after much searching. In the *Norme* they are all brought together and satisfactorily indexed.

Another Catholic subject to which the *Norme* devote a great deal of attention is that of "Saints" and documents pertaining to them. In rule 60, the Vatican handles the form of name to be used and departs sharply from A. L. A. practice. All saints are to be entered under the Latin form used in the *Acta Sanctorum*. Even the most recently canonized saints are to be treated in the same way, using the form adopted in official ecclesiastical documents. Consequently, we find not only *Benedictus* and *Joannes Chrysostomus*, but also *Franciscus Assisiensis*, and *Philippus Nerius*. This is so different from standard American practice that we would hesitate to adopt it. In its favor, however, is that it makes for uniformity of treatment and eliminates all argument or guess-work as to which saints are "of predominantly local interest" or are "known in history and literature by their surnames",—choices which would have to be made under A. L. A. rule 45. This whole question of nomenclature for saints is one which we believe open for discussion among American Catholic librarians. Neither the *Norme* nor the A. L. A. seem to be practical for our use. How many persons using a Catholic library will search first for St. Aloysius under Luigi Gonzaga? It is true enough that the careful research student may discover that modern saints enter under the vernacular, and that he should be rewarded by finding the entry where he looks for it. But it appears that even the

most profound study would never tell him why it is, for example, *Luigi Gonzaga*, but *Loyola, Ignacio de*. Such examples could be multiplied many times over, and the confusion extends to medieval saints, where the decision must be made as to how well-known they are in non-Catholic circles, since that seems to be ultimately the basis for choosing Latin or vernacular in many cases. We propose no solution to the problem, but simply indicate that the *Norme* have a different approach.

The "Causes" of beatification and canonization of saints are also treated by the *Norme* in rule 125, b. A. L. A. does not touch the subject at all but it can be a problem if the Catholic library has much historical material. Such "Causes" are entered under the saint's name (in the form determined under rule 60) as most of the documents and postulations that go to make up the "Cause" are of an officially anonymous nature. An added entry is made under the name of the "Cardinal relator", the Cardinal immediately in charge of handling the process once it arrives in Rome. No entry is made under the Congregation of Rites.

In the first part of rule 125 the *Norme* consider the entry of early Acts of the martyrs, for example, *Acta s. Justinii*, or *Passio s. Mariae Ancillae*. On the whole, this is probably preferable, in spite of the Latin, to the A. L. A. practice as outlined in rule 202, a (1) and a footnote. Under this rule we enter the saint's name, followed by a "Legend", unless the authenticity of the "Act" has been established. For the latter case, the form "Martyrdom of . . ." is used by the Library of Congress. Chief objection to the American rule is that it makes the cataloger an arbiter of historical authenticity which in some cases has been discussed for fifteen or so centuries.

There is one final example of an elaboration by the *Norme* that we would like to mention. In rule 65, treating of members of religious orders, the Vatican code follows A. L. A. practice but adds the abbreviation for the religious order before the

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date. If you have ever puzzled over whether the Patrick Murphy, O.S.A., that you have at hand, is the same man as Murphy, Patrick, 1903- in your catalog, you will recognize the value of the *Norme* procedure for Catholic libraries. To facilitate the handling of the abbreviations, the Vatican adds seven and a half pages, listing most of the religious orders and giving their Italian abbreviations. There follows an index of the abbreviations. In the English version the list has been translated but unfortunately the abbreviations have not been adapted to standard American usage.

These changes that we have indicated will give some idea of how the Vatican rules can be used in conjunction with A. L. A. practice. Besides the items indicated, there are several others which, though covered by the American rules, are more easily located and understood in the *Norme* because they are referred to and handled in a traditional Catholic way. For instance, Index librorum prohibitorum, Imitatio Christi, Seminaries, Pious societies, Parishes, all find separate rules in the Vatican code. In the question of medieval and renaissance literature the *Norme* are also more elaborate and detailed in their treatment. In general the A. L. A. follows the *Norme* so closely, even in the wording of its rules, in this matter, that one wonders how direct the Vatican's influence was on this part of the A. L. A. revision.

Besides the sections on author and title entries which parallel our A. L. A. code, the *Norme* also add a section on rules for subject headings and another on filing rules

for the dictionary catalog. In both of these sections the translators of the English edition have introduced considerable adaptation, whereas in the basic cataloging section they have simply given us a translation so that we can see what the Vatican does and decide for ourselves how much or how little we care to adopt for our own use. The sections on subject headings and filing appear to be based on standard Library of Congress practice. Having the principles on which those subject headings were arrived at reduced to a code form may prove a help to Catholic librarians who sometimes need a heading not provided by L. C. lists. Among the valuable appendices is one that lists 309 different bibliographical terms in English, Italian, French, German, and Spanish, with a complete index. For the cataloger who handles many foreign books and is not a perfect master of languages, such a list can be a great help.

The *Norme* have, in their original garb, been an aid to any Catholic librarian who has turned to them. We trust that their appearance in English will make them more well-known, and consequently, more generally utilized. We have in them an outstanding work of Catholic scholarship in library work. It would be a shame if, after all the years that have been spent on completing the code and its careful translation, the work were not brought to fruition by the publication of the translation. As representatives of the Catholic tradition of scholarship, we should endeavor to have this outstanding contribution to modern library science published in a form that makes it more available and more appreciated.



THE GRASS ROOTS OF LIBRARY SERVICE

By RICHARD JAMES HURLEY

President, The Catholic Library Association

The elementary school library is the Orphant Annie of our profession. It is good enough to "wash the cups an' saucers up, an' brush the crumbs away", but like most hired help, it is not allowed upstairs in our thinking, writing or teaching. No Co-operative Study has set up criteria or standards for evaluating elementary school libraries. No survey has been made such as that summarized by B. Lamar Johnson in his *The Secondary School Library*. There are no certification standards for elementary school librarians. Our professional organizations give this area scant consideration, with the officers drawn almost exclusively from the ranks of public and college or university libraries or from library schools.

There have been some hopeful signs, some awakening. Fourteen years ago, the *Fifth School Library Yearbook* of the School Libraries Committee of the American Library Association set forth a tentative set of standards for elementary school libraries. A year later, or 1933, the Department of Elementary School Principals of the National Education Association devoted its Twelfth Yearbook to "Elementary School Libraries". In 1944, we witnessed the inspiring Institute on the Elementary School Library held at Catholic University under the auspices of its Department of Library Science and resulting in the *Proceedings*. Several books have appeared, such as *The Program for Elementary School Library Service* by Fargo, *The Elementary School Library* by King and most recently, Gardiner and Baisden's *Administering Library Service in the Elementary School*. More particularly for Catholic schools we have the splendid promotional work of Father Andrew L. Bouwhuis, S.J., who as Chairman of the Committee on Elementary School Libraries of the Catholic Library Association in 1942 and again in

1946 set forth Purposes and Practical Objectives for our elementary school libraries. But this is only a fraction of our total library activity and has not produced the necessary results.

There is no summary of Catholic elementary school libraries, but we might take time to examine the data offered in the Office of Education report *Statistics of Public School Libraries 1941-42*. Of the elementary schools reporting, 51% had only classroom collections, 39% had centralized libraries, 6% had loan collection only, and 3% had no facilities. Please note the large number of classroom and loan collections. It is our personal opinion that a similar report of Catholic elementary schools would reveal many more classroom libraries and loan collections. The universal overcrowding of our schools has eliminated centralized libraries and the paucity of our classroom collections has been a further negative argument.

The reasons for this lack of elementary school libraries are not hard to find. Gardiner and Baisden can be conveniently quoted: "From its earliest inception, the function of the elementary school was assumed to be the teaching from textbooks of certain skill subjects, the so-called 'fundamental subjects'. The entire educational program, including school organization, teaching methods and teaching materials, centered about these subjects. The textbook held a central place in this type of learning and the methodology was based on assigning lessons in textbooks and hearing recitations. In this type of school there was little occasion to use materials from sources outside the textbook. While such a school sometimes had a so-called 'library', it played no essential part in the educational program. It

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ordinarily consisted of a nondescript collection of books, unorganized, uncataloged and poorly selected for children. Such libraries served principally as book depositories from which children might withdraw books to take home, but seldom did they perform any of the more vital functions which a modern elementary school library performs."

We know that this is not ancient history but prevails in all too many of our elementary schools today. The new type of curriculum demands a new type of library service. The day of the single textbook is over! The unit type of teaching demands many types of materials. Emphasis in social studies, reading and science is upon active student participation. But this is not the place to argue the reasons so well set forth in other places for an elementary school library.

Another reason for the lack of elementary school libraries is found in the development of children's work in public libraries. Before schools were active in building libraries, the public library was organizing children's rooms. The result today is that the bulk of elementary school library work is handled by the public library through its children's room or schools division. An example of the range of such service is to be found in the description of the Cleveland Heights Ohio library as found in *Schools and Public Libraries Working Together in School Library Service*. Here we find for the elementary schools classroom loans, an extensive program of school visits by librarians and regular visits to the library by classes. Each of the 135 classrooms is provided with a teacher's set of reference books and a librarian visits the school regularly to consult with teachers about necessary reference materials. A weekly delivery service is maintained; in two outlying schools classroom libraries are provided and schools near branches or the main library have a schedule of visits. Parochial schools participated in all of these activities. But such service by the public library does not meet the needs of these children where a library should be easily available at all times and considered an integral part of the school, not an annex some blocks away.

In but a small degree does the above arrangement meet the functions of today's elementary school libraries which include:

- 1) a laboratory of adequate and well selected books for fun and work reading
- 2) a suitable collection of reference materials
- 3) a correlated classroom-centralized library
- 4) a laboratory for instructing the children in the use of books and libraries
- 5) a laboratory for reading guidance
- 6) a place where the library habit can be developed
- 7) the opportunity to learn how to do independent research.

For Catholic elementary schools there are two other considerations. One is that the majority of our elementary school children do not go on to Catholic high schools. The 1946 Official Catholic Directory states the elementary school attendance to be 2,142,313 whereas there are only 479,190 students in our high schools. The elementary schools are the grass roots of our Faith as well as our library use. Second, it is well known from reading surveys that children come in contact with Catholic books and periodicals mainly in Catholic schools. These materials are not in their homes or in other libraries. With most of our children it is a case of doing then or never.

Father Bouwhuis has summed up this phase of the subject in his article "Elementary School Library" in the February 1943 issue of the *Catholic Library World*. "If the children in the elementary schools learned to love to read, if they knew where to find things, if they were intellectually curious even on their own level, we college librarians would not be so busy doing elementary things. We find so few of our students competent readers that we have to try to start all over again and that is bad as well as difficult. . . . It is my settled conviction that if we have not taught our children to read well, not only ordinary narrative works, but religious works also, we are not succeeding in our Catholic educational program. For unless our eighth grade child can read and read well, unless he knows where

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to get material on his religion, he is not going to stay Catholic in mind. His mind will mature and become adult in geography, mechanics, history, but unless we have trained him to read Catholic material before he leaves our parochial school we have lost his mind to the Church." So speaks a college librarian who has vitalized the elementary schools of Buffalo through the medium of libraries.

There is a moral to be drawn from the old Squire in Eggleston's *Hoosier Schoolmaster* who put the spelling book alongside and even ahead of the Bible because spelling was the cornerstone of a good "edification" and "if it wurn't fer spellin' books where would the Bible be!" We could say if it were not for the elementary school libraries where would the public and college libraries be? Here in the elementary school are the grass roots. Like Horace Mann we should wish to sow libraries across the country as a farmer sows his grain. Before achieving any success with elementary school libraries we must do some hard-headed thinking and then act. Our problems are six in number.

First is that of making an inventory of what we have, what we are doing. Call this a job analysis if you wish. How many of our 8,036 elementary schools have classroom or centralized libraries, loans from public libraries? How much money do they spend on books and magazines? Where and how are they housed? Who is in charge of them? Are the children taught how to use books and libraries? These are but a few of the items of information we need to know to make any intelligent comment on the situation. Possibly a grant from the General Education Board or the American Council on Education could be secured to make this survey. There is nothing to stop individual Units from surveying their own localities.

Second, with this data at hand we must set up definite standards or criteria. It has been disturbing to me that secondary school librarians have paid such little attention to the elementary school library field. One cannot be divorced from the other because both deal with the same clientele. If pre-

cedence is a guide, the high school librarians should stimulate the development of standards for the lower grades, because high school library standards originated from the activities of the colleges in determining uniform and adequate admission procedures. As far back as 1879 the Conference of New England Colleges met to discuss the admission of freshmen, and the great regional accrediting agencies of the Middle States, South and North Central States followed within the next fifteen years. Finally in 1892 the National Education Association appointed the famous Committee of Ten to secure uniformity in school programs. The National Conference Committee on Standards of Colleges and Secondary Schools of 1906 placed the problem on a national rather than a sectional basis and today we have very satisfactory library standards on the secondary level. The identical relation between elementary and high school exists today that a half-century ago existed between the high schools and colleges. Here is a challenge and an opportunity for the high school librarians!

Third, these standards or criteria should be given wide publicity and this leads into our activity with the National Catholic Educational Association. The Diocesan Superintendents of Schools are key figures as well as are the supervisors and visitors for the various teaching communities of Sisters and Brothers. A Joint Committee of the NCEA and the CLA might well be organized to consider ways and means for developing the elementary school library. And because public libraries are and will be part of this program, the proposed Joint Committee of the ALA and CLA should incorporate this in their agenda. A section of the *Catholic Library World* could well be devoted to the interests of the elementary school librarians.

Fourth, we must take a stand regarding classroom libraries. Where they exist they must be recognized as a temporary answer to a problem, but completely illogical. Sister Clara Francis of Nazareth College, Louisville, Kentucky, in her "The Elementary School Library Service an Essential Aid to Teaching", in the March 1945 issue of the

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Catholic Library World listed three strong objections to classroom libraries only:

- 1) Many books are duplicated in the various grades, thus entailing useless expenditures.
- 2) Different reading levels are seldom provided for in this arrangement.
- 3) Many books are in use only a part of each year.

Our policy must be that classroom libraries are but temporary collections of books or other materials from a central reservoir and under the direction of the librarian. They can be supplemented and should be by loans from other libraries. The teacher herself should have certain reference tools for personal use and textbooks would be permanent classroom property. But "fixed" classroom libraries are as obsolete as last year's bird nest. The centralized library is essential to library service.

Fifth, and following from the previous statement, we must get rid of our public library crutch. Contractual arrangements between the public library and Boards of Education exist for some public school systems, but Catholic schools can pursue an independent policy. We should accept the splendid services that are offered by the public library but we must stand on our own library feet. We cannot expect the public dollar or even the Catholic fraction of it to be spent for Catholic books which we must supply ourselves. We must depend upon our own centralized libraries instead of visits to public libraries and upon our own librarians instead of others. It is high time our elementary school libraries were weaned from the public library bottle.

Sixth, we should not place our elementary school library service upon a parish basis but upon a diocesan basis. Not every parish school can have even a meagerly trained librarian and without trained librarians most of our efforts die still-born. But we can have library minded teachers in each school to administer a library set up by a trained person and this is the pattern I recommend. Let us have a Diocesan Elementary School Librarian who will go from school to school with this new mission! Similar experiments have been conducted and have worked.

In the office of this new-type librarian we would centralize the buying for our schools and thereby secure much better books and discounts. The untrained person does not know how and where to buy and as a rule Catholic schools need to stretch the dollar. In many states we find state approved lists and centralized buying in order to develop more effective libraries. We could adapt this procedure to our elementary schools. In this same office we could have cooperative cataloging and classification and thereby provide the libraries with books properly processed and with professional card catalogs. Here could also be handled the increasingly expensive repair and binding and also many other details, such as the promotion of Catholic Book Week.

We can be assured of this—that somebody is going to educate our children. It may be Hollywood or New York, the movies or the radio, the corner newsstand or the quarter pocket book. Let us be first with the best. Let us get down to the grass roots. This means adequate elementary school library service.



Stimulating the Use of the Library¹



WHAT CAN THE TEACHER DO?

By REVEREND STANLEY WITKOWIAK

Principal, St. Catherine's High School, Racine, Wisconsin

The theme running through the entire proceedings is "The Catholic Library Association in the Atomic Age". The words "Atomic Age" are of greatest significance. They bring out most forcibly the new era which is upon us. They emphasize the rapid progress science has made within the last decade. They make us realize the importance of science in this new era of civilization. We want science to succeed and prosper. But science alone will not bring success, peace and joy to the world. It must be accompanied by faith and reason, by religion and morality. Books, yes good books, can be the vehicles for all rational beings by which the truths of science can be welded with the truths of faith and morals to produce happiness for mankind. The librarian can be the dispenser of these truths.

All of us realize that the librarian alone cannot fulfill this obligation. The librarian needs the assistance of other dispensers of the truth—the teachers. In order to bring together the teacher and the librarian, the particular theme of this gathering is "Stimulating the Use of the Library".

It is my task to discuss with you ways and means by which the teachers of secondary schools can best stimulate their pupils to use the library.

It is indeed gratifying to know that the attitudes of librarians have changed within the past twenty-five years. There is no doubt that at the present time librarians want to be of greatest service to as many patrons as possible. Here is an interesting insight into the minds of some librarians in days gone by. This quotation is found in the *Old Librarians Almanac*:

Keep your Books behind stout Gratings and in no wise let any Person come at them to take them from the Shelf except yourself. Have in Mind the Counsel of Master Enoch Sneed (that most Worthy Librarian) who says: "It were better that no Person enter the Library (save the Librarian Himself) and that the Books be kept in Safety, than that one Book be lost, or others Misplaced." Guard well your Books—this is always your foremost Duty. . . . So far as your Authority will permit of it, exercise great Discrimination as to which Persons shall be admitted to the use of the Library. For the Treasure House of Literature is no more to be thrown open to the ravages of the unreasoning Mob, than is a fair Garden to be laid unprotected at the Mercy of a Swarm of Beasts.

Thus in the old days some of the libraries were merely places to display books. A

1. Papers read at the High School Libraries Round Table, 20th Annual Conference, St. Louis, April 24, 1940.

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great change has taken place. Libraries now exist for the benefit of the readers. The purpose of a library, particularly the Secondary School Library, should be manifold. A national survey was made in 1932 in which 352 high schools participated. The principals, teachers and librarians of these high schools wanted their libraries to serve the following functions, enumerated according to their highest frequency:

1. to enrich curriculum and supply reference material
2. to provide for worthy use of leisure time
3. to train pupils in the use of books and library
4. to serve as a centralizing agency for the school
5. to train character
6. to serve teachers
7. to assist in the guidance program of the school

Having some knowledge of what a library should be, its purpose for existence, and taking for granted that a secondary school has a fairly equipped library, let us consider in what ways the teacher might best serve in stimulating the pupils to use the library.

The teacher can best perform this service in the following ways:

1. *The teacher should be well acquainted with the library.*

It is only natural that no one can sell a product unless one is convinced of the merit of that product. So also the teacher, if she is to stimulate the pupils in the use of the library, must know what is in the library. It is recommended that the librarian have a conference with the teaching staff before the opening day of school to acquaint the staff with the content of the library, particularly if any new additions were made since the previous school year. The librarian could also be of great service to the individual teacher by making a list of all books available to that teacher in the subjects taught.

2. *The teacher should make the pupils library conscious.*

Once the teacher is convinced of the value of the library, she can in turn convince her pupils. Perhaps an occasional talk in the classroom about libraries in general and the school library in particular would awaken the interest of the pupils. It is disheartening to know that some students never enter the portals of the library.

3. *The teacher should acquaint the pupils with the use of reference works, such as The Catholic periodical index, the Reader's guide, world almanac, the National Catholic Almanac, Atlases, dictionaries, card catalogues, etc.*

To accomplish this end the teacher could either give the necessary instruction to the class or invite the librarian to give the necessary information; the instruction may be given either in the classroom or the library. There is a definite advantage in taking the class to the library. It may be better, however, that the librarian should leave the library from time to time, visit the classroom and help the teacher in stimulating the pupils to use the library. Many a student never meets the librarian, and such a visit would tend to create a fine relationship between the librarian and the pupils. This would aid the teacher in her task of stimulating the pupils to a more extensive use of the library. On such occasions the librarian could inform the class of the wealth of material in the subject matter taught in that class, and likewise answer any questions pertaining to the library.

4. *The teacher can give special assignments to the pupils which would necessitate the use of the library.*

If possible, individual assignments should be given to pupils. If the same assignment is given to an entire class, and if only one or a few references are available, those pupils who are fortunate to get to the library first are able to do the assignment, whereas the others may become discouraged due to the books always being in use. This situation can be remedied if the assignments are so spaced that all pupils have an equal opportunity to use the necessary books.

STIMULATING THE USE OF THE LIBRARY

Teachers would be of special service to the students and librarians if, with each assignment, a list of the books to be used were given to the pupil.

5. *The teacher can require special book reports on books available in the library.*

Here also, if possible, individual book reports should be given to avoid any run on the library for one and the same book. The teacher should ascertain the interests of the pupils and assign book reports accordingly. Of course, some books should be read by all. Perhaps, in this way, the pupils are in a gracious way forced to go to the library, forced to read a library book, with the result that some, perhaps, will acquire the reading habit.

6. *The teacher can make frequent allusions in the classroom to articles found in magazines, newspapers, etc., in the library.*

This task makes it necessary for the teacher to visit the library occasionally and thereby set a good example to the pupils. There are many fine articles appearing in different magazines. Discussions in the classroom based on reading matter found in them can be used to acquaint the pupils with the various magazines in the library.

These are but some of the ways in which the teacher can help to stimulate the pupils to greater use of the library. No doubt there are other means. Each teacher should exercise the greatest ingenuity possible in directing the pupils to the storehouse of knowledge and the fount of wisdom. A good teacher, however, should be cautioned against making a raid on the library in the beginning of the school year and gathering a collection of all the books on a particular subject matter, and what is worse, failing even to inform the librarian of the haul. Such teachers disappoint some of the students who would want to do additional reading on the subject matter; they may even be considered as contributing further to the occupational hazards already facing the librarian.

In conclusion, libraries exist for the common welfare. Not alone for the welfare of the librarian, nor for the welfare of the teacher, but for the common good of the school. Through a healthy co-operation of the teacher and the librarian, the pupils will learn to taste the delicacies of the library, which in turn will redound to the welfare of the pupil, the school and the community.

HOW THE LIBRARIAN DOES IT

By BROTHER CLARENCE A. SAUNDERS, S.M.

Librarian, McBride High School, St. Louis, Missouri

Before setting out to study the devices whereby we may successfully stimulate the use of the library, we should do well to ask ourselves: Why stimulate the use of the library? Why should we have any enthusiasm for this work?

This question is useful for all high school librarians, but more particularly for those of us who, being members of religious organi-

zations in which obedience is inculcated, become librarians apparently by the nod of a superior, rather than by personal preference.

Now, whether we have been appointed to the position somewhat against our inclinations or have chosen the work freely and enthusiastically, it is a *vocation*, a call to serve Almighty God in a particular way.

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It would be out of place here for me to enlarge upon the importance of the librarian's vocation in a paper devoted to the topic: *Devices for Stimulating the Use of the Library*. But a thorough consideration of this point by the librarian himself will furnish the spark, the source of power, the well-spring of enthusiasm which will make fruitful his inventive talent, will bring to the surface of his consciousness many novel ways of promoting interest in and use of the library, and will, indeed, make the day too short for all the projects which will come to mind.

First of all, in every intelligent endeavor, we must clarify our philosophy and formulate our objectives.

Turning our attention now to the work actually in hand, let us consider three aspects of our subject: First, influencing the student directly; secondly, influencing him through the teacher; and thirdly, affecting both student and teacher by doing something for the librarian himself.

Taking first the work with students: I am tempted to omit the word *bulletin-board* entirely from my paper, because it seems to be the first thing to come to mind when mention is made of stimulating the use of the library. It is a somewhat overworked word. But rather than follow my first impulse, I decided to let the treatment of the bulletin-board theme be incidental: wherever the word forces its way to the surface, let it have its chance.

In our work with students, the first thing is to get them to visit the library. This can be done by the librarian indirectly through the teachers and directly by talks and visual advertising. Later we shall consider the teacher's assistance. Here we are concerned with the direct action of the librarian.

If the school has a daily bulletin, the librarian can use it to publish items of interest about the library. He can inform the pupils concerning the location of the library, the method of gaining admittance, the book-

charging system, particular rules, special services, and new acquisitions. Probably this will be done piecemeal, a little each day over a period of several weeks.

Lacking a daily school bulletin, the librarian may publish an occasional mimeographed sheet containing a considerable body of information, or, better still, a number of small sheets, each concentrating upon a single vital fact: how to borrow a book; why use the library; the ten classes of books; what periodicals are available; new books acquired this week; good citizenship in the library; and so on. A small drawing or cartoon will aid in gaining attention. Frequently-issued small bulletins are much more effective than full-page notices, although the latter may prove useful for reference, if permanently posted.

A series of book lists may be prepared and circulated according to a staggered schedule, so that each group of books will be kept busy constantly, without placing a sudden demand upon a few items.

Large placards may be made and tacked up in strategic positions, such as hallways, stairways, the cafeteria, the gymnasium, and the student entrance. These may say simply "Visit the Library" and give the location.

If the means just enumerated do not suffice to bring the students to the library, we may resort to something special. We may, for example, enlist the aid of one pupil from each homeroom. Supply him with a new popular book covered with its bright dust jackets. Have him carry it ostentatiously about the school for a day or two. His schoolmates will inquire where he got it, and they will soon be crowding around the charging desk.

Let us suppose that we have accomplished the first task: we have succeeded in bringing the students to the library. Now how are we going to make them come back, frequently, during their four years at school?

A good collection of books, pamphlets, and magazines, distributed by a courteous

HOW THE LIBRARIAN DOES IT

staff of student assistants, and administered by a librarian who daily cultivates a pleasing personality—that is a threefold formula which will almost certainly bring the desired results.

However, here we are concerned particularly with devices and aids which will give added efficiency to this formula for success.

Among these devices I place great emphasis upon a simple, time-saving charging system. If a student has just a minute between classes, he knows it is useless to try to check out a book by the old-time systems. I believe in dispensing completely with the use of borrower's identification card and also with the stamping of dates at the time of checking out a book. The student can write his last name and his homeroom number on the book card, hand it in, and take a pre-stamped date due card. No more need be done at the time. Simplicity gains results.

Book jackets may be posted on the bulletin board, or pasted into a scrap book; but an idea I like even better is to keep the dust jacket on the book itself until it becomes shabby. By that time, if the book is interesting, it will not need much advertising.

A box may be placed in the library to serve as a receptacle for suggestions, questions, and requests for the purchase for particular titles. For years many factories and business houses have profited by the advice volunteered by their employees. We can follow their lead. Moreover, the very fact of submitting an item for our suggestion box will stimulate the student to take more interest in the library.

Undoubtedly, many other devices may be employed to interest directly the students in the use of the library, but let us pass on to our second point: co-operating with the teacher in his work of stimulating the student's use of the library.

Anything we do to interest the teacher himself in the library may bear fruit in the

classes he teaches. If he is interested and ardent concerning library services, his pupils will, of course, catch some of the spirit. But I do not wish to be content with generalities. Here are some specific suggestions.

The teacher can easily be persuaded to assist us in our initial task of leading the students to visit the library. The securing of this co-operation from the teacher is so easy that I need not waste your time explaining it.

We can also multiply our facilities for distribution of books and our activities as readers' adviser by using the course teacher's enthusiasm for his subject, particularly in the case of the English teacher. To accomplish this end we may suggest to the teacher our eagerness to co-operate with him in supplying his class with such books as he thinks appropriate. We may outline to him the following plan. First, the teacher and librarian together select books directly from the shelves (or by list, if preferred) and group them together. Secondly, these books are to be held until the beginning of the course, at which time the teacher sends several students to carry them to the classroom. Thirdly, the teacher distributes the books, one to each student, and after a short period for examining the assigned book, allows the student to exchange it for another if that seems advisable. Fourthly, when such adjustment has been made and each student has a suitable book, the pupil writes his name and homeroom number on the book card. Fifthly, the teacher collects the book cards and distributes date due cards. Finally, the teacher turns cards and surplus books over to the librarian, leaving to him the responsibility for the return of the books checked out by the class.

I have spent time in outlining this particular system because I have found that it is truly efficient. And it provides a personal element in the distribution of books, since the teacher is acquainted with the individual differences of his pupils.

A variation of this device is perhaps even better: the teacher gives each pupil one

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book. He appoints a certain order in which the books are to rotate. Then he allows a short period for examining the book in hand. Thereafter, every two or three minutes the books are rotated, allowing each pupil to examine seven or more books. The books may be checked out in the classroom, or the pupils may be told to copy author and title of desired items and check them out at the library.

A special display shelf in the faculty room may be used to call attention of the teachers to new books. Either all new books, or just a selection of them, may be advertised in this way. Or, a list of new books may be posted on the faculty bulletin board. Many teachers advertise books so successfully that duplicate copies become a necessity.

A local librarian makes a practice of looking through the table of contents of all the magazines as they arrive at the library. She lists articles which would appeal to the various members of the faculty, thus compiling a monthly list which keeps her Sisters in close touch with the library's periodical treasures.

What better way can we find of securing the teacher's help in stimulating the student's use of the library than this: to invite the faculty members to submit lists of books which they wish to have us purchase for the library—both books in their subject-matter fields and volumes for general reading? If, after having secured these books, we show ourselves eager to make them accessible, I am sure the teacher will do his part.

Undoubtedly, there are many other devices which could be mentioned. But I must pass on to the third point of this paper: Making the librarian more fit to give library service.

Professional growth is requisite, as it will keep the librarian alive to the changing needs of borrowers and the expanding resources of the press, and in general, fit him to meet competently the new situations which arise daily in the library.

Acquaintance with the details of the course of studies in his school will furnish him with many leads toward increased use of the library.

It is necessary to keep the school administration posted on the needs of the library. Other departments put forward their requirements. If we neglect our part, the library may easily be slighted. We must call attention to the requirements of floor space, furniture and equipment, supplies, heat, light, janitor service, books, pamphlets, periodicals, and a definite annual appropriation proportionate with the size of our student body and the general financial condition of our school. Without these things we cannot keep our library attractive to the student body.

I have reserved to the end my most important point, one which I think is undoubtedly the touchstone of progress in our high school libraries; namely, consideration for the librarian at the time of making the schedule for the year. Unless the librarian is given a generous proportion of time in the library, he cannot be expected to carry on the work effectively. For example, according to the North Central Association a high school which enrolls more than eight hundred pupils should have a high school librarian. Schools having four hundred to eight hundred pupils should have either a librarian or a trained teacher-librarian. It seems clear that in the larger schools the association expects to find a *full-time* librarian. Now, if the principal of such a school calls upon his librarian to teach one or several courses, and perhaps to sponsor a club and part of the athletic program, is he not automatically crippling the library service in his school? In smaller schools, if the librarian is allowed less than half-time in the library, how can satisfactory service be expected?

It is up to the librarian to do what he can to secure an adequate amount of time and of personnel for the library staff. I do not advocate the use of any tactics not entirely conformable with religious obedience

(Continued on Page 136)

EVALUATING ILLUSTRATIONS IN CHILDREN'S BOOKS

By SISTER M. JEANNE, O.S.F.

Stella Niagara Normal School, Buffalo, New York

From observation of young children's behavior in the process of choosing a book, it may be said that the color, fabric, and format of a book exert the initial appeal. Attractive appearance opens the door. Once inside, the illustrations do the honors of host in effecting introductions to the spirit of the characters who live within its pages. Reading is determined in nine cases out of ten by the impressions made on that first visit. This fact has important implications for all those who are concerned with books or with children.

Granted that illustrations are a potent factor in book selection, it behooves the intelligent librarian to exercise discrimination in his choice of books, with particular regard for its illustrations. A prevalent criterion is expressed in the oft-repeated phrase: "I don't know much about art, but I know what I like!"

Knowing *what* you like is one thing. Knowing *why* you like it is quite another. Our opinions of what we like are of no value whatsoever to children. They, too, are fully aware of their likes and dislikes in regard to illustrations, and their personal opinion is just as valid as that of an adult who knows not the why and the wherefore of his choice. Only when we can base our selection of well illustrated books on sound aesthetic principles can we exert a definite, positive influence on the development of children's appreciation of such books.

What is an illustration? Quite simply, it is a picture which tells a story. That does not settle the matter, however, for there are good illustrations which tell a story and there are poor illustrations which tell a story. We are concerned with those beautiful illustrations which enrich children's experiences and beautify the books in which they are found.

A beautiful illustration is a blending of unity in design, truth in subject matter, and goodness in technique. It would be a richly rewarding experience to examine each of the aspects of a beautiful illustration in turn.

By unity in design we mean that the illustration should be a pictorial design possessing unity amid variety. Unity is primarily concerned with the elements of art that go into the making of a picture: the line, form, color, texture, light and dark. All of these elements should be combined

by the illustrator in a way that gives pleasure to the observer because of the harmonious relationship of all the parts to each other and to the whole. The design should not only be unified so that a story is effectively told, but should also contribute in a positive way to set the stage for that story.

Truth, in regard to illustration, implies an accurate interpretation of the spirit and meaning of a story. Interpretation is the key word, for it is by the illustrator's ability to portray events sincerely yet imaginatively that he proves his worth. He allows the facts of a story to be seen through the prism of his artistic personality.

Goodness in technique is third in order of consideration, but it is certainly not third in order of importance, for it is precisely in this one aspect that the gifted illustrator can be isolated from the motley crowd of amateurs and pot-boilers. It may be defined as a spontaneous fusion of creative imagination and technical skill to produce a pleasing design in harmony with the peculiar fiber of a story. Creative imagination implies a fecund mind flexible enough to grasp the significance of a particular story, and original enough to present it in a unique way. Technical skill implies that the illustrator is a trained craftsman who respects the materials with which he works and understands the processes of mechanical reproduction so that the excellence of his work will not be impaired by faulty reproduction of his illustrations. Combining creative imagination and technical skill, we expect the illustrator, in his interpretation of the story, to adapt his own accustomed technique to the requirements of proper use and beauty.

Unity in design, truth in subject matter, and goodness in technique are important fundamental aspects of a beautiful illustration and, as such, they serve as convenient headings for the following outline which is offered as a plan for the evaluation of book illustrations. The outline is not designed as a stereotyped formula which would tend to reduce the work of an illustrator to the status of an algebraic equation. Such things as the artistic genius of the creator and the funded aesthetic experience of the observer are not subject to scientific measurement. The outline is offered to indicate possible avenues of thought which may lead to a more intelligent evaluation of book illustrations.

A BEAUTIFUL ILLUSTRATION

(a picture which tells a story)

is a blending of

UNITY IN DESIGN

(a pictorial design possessing unity amid variety to reinforce emotional content)

outward form

TRUTH IN SUBJECT MATTER

(an accurate interpretation of the spirit and meaning of the story)

expressing an inward vision

GOODNESS IN TECHNIQUE

(a spontaneous fusion of creative imagination and technical skill to produce a pleasing design in harmony with the peculiar fiber of the story)

by technical skill.

WHAT TO ASK YOURSELF:*

Is the illustration

—pleasing because it is composed of a well-knit pattern of lines, forms, and colors?

A Small Child's Bible, p. 13.
(Pelagie Doane)

—satisfying because the lines, forms, and colors are psychologically adjusted so as to produce a definite mental attitude in harmony with the story?

The Lonely Dwarf, p. 32.
(Rosemary Lamkey)

—striking because of an obvious center of interest around which all lesser elements of the illustration gravitate?

The White Stag, p. 52.
(Kate Seredy)

Does the illustration

—introduce the reader to the spirit of the book even before it is read?

Many Moons
(Louis Slobodkin)

—reveal salient incidents contributing to a fuller understanding of the text?

Blue-Eyed Lady
(Helen Sewell)

—parallel the text in the portrayal of incidents as described?

Two Bridgets
(Pelagie Doane)

Does the illustrator

—give evidence of a fertile imagination as well as technical skill in drawing or painting?

Alice in Wonderland
(John Tenniel)

—actually complement the story without attracting undue attention to his technical skill?

Peggeen
(Hilda van Stockum)

—possess skill in clothing his figures with life and character suggestive of the personality of the person represented?

A Small Child's Bible, p. 11.
(Pelagie Doane)

EVALUATING ILLUSTRATIONS IN CHILDREN'S BOOKS

- forceful because all irrelevant detail has been eliminated?
Sing Mother Goose
(Marjorie Torrey)
- noteworthy because of the pleasing relationships of the colors with one another?
Spurs for Antonia, opp. p. 180.
(Dedic Merwin)
- harmonious because it is related to consecutive illustrations which are sufficiently varied in arrangement and color so that interest is maintained on a high level?
Paddle-to-the-Sea
(Holling Clancy Holling)
- enlarge our vision of the subject whether it be fact or fiction?
Story Book of Houses
(Maud and Miska Petersham)
- show that the illustrator possesses a sympathetic understanding of the persons he portrays?
Bright April
(Marguerite de Angeli)
- portray life sincerely and ethically without offending good taste?
Young Fu of the Upper Yangtze
(Kurt Wiese)
- give evidence of collaboration with the author by translation of his literary ideas into adequate artistic ones?
Christmas Anna Angel
(Kate Seredy)
- treat historical incidents in a manner which is so true to reality that the characters stand out in historical perspective?
Columbus Sails
(C. Walter Hodges)
- catch the spirit of childhood's delight in the fanciful in his illustrations of fairyland or folklore?
Twig
(Elizabeth Orton Jones)
- portray humorous incidents in such a way as to show them to be really funny?
Cecily G. and the 9 Monkeys
(H. A. Rey)
- convey the idea of nobility and grandeur in the portrayal of religious themes as is befitting such subjects?
Bible Children, p. 7.
(Kate Seredy)
- evince a craftsman's knowledge of his medium by proper regard for its possibilities and limitations?
They Were Strong and Good
(Robert Lawson)
- understand the processes of printing and mechanical reproduction so that the excellence of his work is not impaired by faulty reproduction?
Paddle-to-the-Sea
(Holling Clancy Holling)

*The illustrations in the book listed after each question exemplify the specific criterion involved. Where no page number is given, the illustrations are, to a marked degree, uniformly representative. The name of the illustrator is given after each title.

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BOOKS MENTIONED

Arranged alphabetically under
illustrators' names

- Marguerite de Angeli, author-illustrator. *Bright April*. New York: Doubleday & Company, 1946. 88 pp. 8½ x 8½. \$2.50.
- Pelagie Doane, author-illustrator. *A Small Child's Bible*. New York: Oxford University Press, 1946. 143 pp. 10½ x 7½. \$3.00.
- *Two Bridgets*, by Cynthia Hathaway. New York: Doubleday, Doran & Company, 1944. 32 pp. 10 x 7½. \$1.25.
- C. Walter Hodges, author-illustrator. *Columbus Sails*. New York: Coward McCann, 1939. 217 pp. 9½ x 6½. \$2.75.
- Holling Clancy Holling, author-illustrator. *Paddle-to-the-Sea*. Boston: Houghton Mifflin Company, 1941. 61 pp. 11 x 9. \$2.00.
- Elizabeth Orton Jones, author-illustrator. *Twig*. New York: The Macmillan Company, 1942. 152 pp. 8½ x 6½. \$2.00.
- Rosemary Lamkey, author-illustrator. *The Lonely Dwarf*. New York: Henry Holt and Company, 1939. 49 pp. 8¼ x 6½. \$1.00.
- Robert Lawson, author-illustrator. *They Were Strong and Good*. New York: The Viking Press, 1940. 66 pp. 10¼ x 8½. \$1.50.
- Decie Merwin. *Spurs for Antonia*, by Katherine Wigmore Eyre. New York: Oxford University Press, 1943. 238 pp. 8¼ x 6. \$2.00.
- Maud and Miska Petersham, authors-illustrators. *The Story Book of Houses*. Philadelphia: The John C. Winston Company, 1933. 32 pp. 8¼ x 8. \$.60.
- H. A. Rey, author-illustrator. *Cecily G. and the Nine Monkeys*. Boston: Houghton Mifflin Company, 1942. 32 pp. 11½ x 8½.
- Kate Seredy, author-illustrator. *The White Stag*. New York: The Viking Press, 1937. 95 pp. 9¼ x 7¼. \$2.50.
- *Christmas Anna Angel*, by Ruth Sawyer. New York: The Viking Press, 1944. 48 pp. 8¾ x 6¾. \$2.00.
- *Bible Children*, compiled by Blanche Jennings Thompson. New York: Dodd, Mead & Company, 1937. 32 pp. 9¼ x 7. \$1.50.
- Helen Sewell. *The Blue-Eyed Lady*, by Ferenc Molnar. New York: The Viking Press, 1942. 46 pp. 8¼ x 7½. \$2.00.
- Louis Slobodkin. *Many Moons*, by James Thurber. New York: Harcourt, Brace and Company, 1943. 47 pp. 10 x 8½. \$2.00.
- John Tenniel. *Alice's Adventures in Wonderland*, by Lewis Carroll. New York: Doubleday, Doran & Company, n.d. 192 pp. 7¾ x 5¼. \$1.50.
- Marjorie Torrey. *Sing Mother Goose*, by Opal Wheeler. New York: E. P. Dutton & Company, 1945. 104 pp. 11¾ x 8¾. \$3.00.
- Hilda van Stockum, author-illustrator. *Peggy*. New York: The Viking Press, 1941. 268 pp. 8¾ x 6¼. \$2.00.
- Kurt Wiese. *Young Fu of the Upper Yangtze*, by Elizabeth Foreman Lewis. Philadelphia: The John C. Winston Company, 1932. 265 pp. 8¾ x 6¼. \$2.00.

BOOKS . . .

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NEWS AND NOTES

EXECUTIVE COUNCIL MID-WINTER MEETING

The annual mid-winter conference of the Executive Council was held in Chicago at the Drake Hotel, on Friday, December 27, 1946. In the absence of Mr. Richard Hurley, President, the meeting was presided over by Brother Aurelian Thomas, F.S.C., Vice-President. The following were in attendance: Sister Marie Cecilia, C.S.J., Dr. William A. FitzGerald, Rev. James J. Kortendick, S.S., Rev. Colman J. Farrell, O.S.B., and Sister M. Norberta, I.H.M.; Sister M. Reparata, O.P., acted as proxy for Mr. Hurley. Mr. Laurence A. Leavey, Executive Secretary, was unable to attend, having been stricken ill on Christmas eve. In his absence the report of the Executive Secretary was presented to the group by Brother Thomas.

A full day of discussion and decision centered about plans and projects already advanced or contemplated. The roster of the Nominating Committee was accepted and approved, as well as the results of their deliberations. The names of these candidates are to be printed in the January number of the *Catholic Library World*, so that elections can be held and results tabulated before the next general convention of the Association, scheduled for the last day of June and the first three days of July in San Francisco, in connection with the meeting of the American Library Association there.

In contrast to previous Nominating Committee practice, the present slate offers the names of two women religious, both high in the work of the Association and possessed of the maturity and wisdom called for in the post of Association executive. The position of the Executive Secretary, created at the last convention in St. Louis, will provide a continuing executive, whose preparation and practice will relieve the Presidents in the future of many obligations that have been burdensome. This continuing execu-

tive gives the Executive Council confidence that under these circumstances the work of the presidency will be well within the bounds set by religious superiors on Sisters and will give the unqualified indication from the Association of the importance of religious women in the work of Catholic Library Science.

It was regretted that there was so little opportunity in Chicago to meet with the library leaders of the district; and the Executive Council recommended that henceforth at the mid-winter meeting there be offered the opportunity to as many members as possible to bring their problems and projects to the attention of the Executive Council. It is urged that the next mid-winter meeting occupy two days so that these plans may be matured. With Christmas 1947 falling on a Thursday, it is probable that the Executive Council will meet on Monday, December 29, in closed session and that on Tuesday, December 30, there will be a round table meeting at which the general membership in or convenient to Chicago at this time may meet for discussion and consultation.

The discussion further ranged about the present site of Association headquarters so that we can soon have a permanent office in New York City, not only to remove the idea engendered that the Association is the work of one particular congregation or of one college, but that from this independent and unchanging address we can go forward to achieving so many of the projects at present in the discussion stage. Prices at present for offices are extraordinary, but several suggestions offered by members of the Council showed methods that time will prove as lasting and beneficial to the prestige of the Association.

In a report on the various Units, the vital work being done all over the country was commented on and highly commended. There is indication, too, of foreign units that are leaning heavily on the work done here

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in the United States. With reference to Unit boundaries, the consensus of Council opinion is in favor of organization along diocesan lines. Where this is impractical, the group desirous of forming a new unit is to submit its ideas on unit boundaries to the approval of the Executive Council. The proposed handbook to expedite and aid the formation of strong and effective units was heartily endorsed and its completion urged.

At the invitation of Mr. Carl Milam, Executive Secretary of the American Library Association, the objectives and membership of a joint committee of the A.L.A. and of the C.L.A. was entrusted to a committee composed of the President, the Vice-President and the Executive Secretary, who are directed to study the objectives and the method by which this joint committee might work this year and to suggest, at the end of the year, the new membership who might carry out these aims.

Interesting discussions centered about the observance of Catholic Book Week, Religious Book Week, the Catholic Periodical Index and the Catholic Library World. Competently handled, these are all a credit to the Association. Some questions were raised as to the advisability of cooperation in the matter of the goodwill list with reference to the Religious Book Week list. Because of the nature of this work, the sentiment was in favor of whatever cooperation we can give without becoming involved in scandal or misunderstanding. The present membership, receiving the Catholic Library World, is in excess of sixteen hundred. The present number of subscribers to the Catholic Periodical Index tops six hundred fifty. In both these fields it is apparent that there is room for steady advance and more widespread influence.

Most hearty encouragement to library work was the report of the Committee on the List of Catholic Books for the College Library. Under the chairmanship of Sister Melania Grace, who is devoting most of her time to this project and enjoying the support of the Association members formerly engaged on this work, the rapid completion of the list is promised and the most worth-

while buying list promised to the members of the Association and to the library profession at large.

Miscellaneous items discussed included a list of distinguished Catholic librarians to be submitted annually to the Marquis Company of Chicago for inclusion in "Who's Who in America," plans for membership and Association publicity, a projected Trade List Annual of Catholic publishers, as well as the present status of cooperative work with the National Catholic Educational Association. The Council also recommended the continuation of membership in the Council of National Library Associations and recommended membership again of the Association in the Catholic Institute of the Press.

At the request of the President, the Vice-President, Brother Thomas, is preparing plans for the San Francisco meeting. Chairmen of Sections and other members of the Association with ideas they would like to see carried out at the next annual convention are expected to forward their suggestions to him as early as possible so that all will be ready for the first West-coast meeting in the history of the Association.

A Round Table, under the chairmanship of the Executive Secretary, is planned for the Easter week meeting of the National Catholic Educational Association in Boston.

The meeting of the Executive Council lasted, with time out for lunch, from ten A.M. to five-fifteen P.M.

Brother A. Thomas, F.S.C.

UNITS

Wisconsin Unit

The twenty-second meeting of the Wisconsin Unit was opened with Holy Mass celebrated by the Reverend John M. Voelker, principal of Messmer High School, Milwaukee, at 9:30 A.M. on November 23, 1946. After viewing the exhibits, the group assembled in the auditorium for the general session, with Sister M. Ildephonse as presiding officer.

NEWS AND NOTES

In his welcoming address, Father Voelker in trenchant phrases spoke of the place of the library in the school, the need of adequate preparation for librarianship and the qualities of the ideal librarian. So that in years to come others may profit from that message it has been incorporated into the permanent records of this Association.

Sister Mary Charitas, head of the education department at Mount Mary College, Milwaukee, drawing from her wide experience and reading, gave a heartening talk on Tolle, Lege, "Take and Read". She discussed the influence reading had upon such people as Saints Augustine, Ignatius and Teresa, and sent her listeners away determined to be more zealous in their guidance of reading so that the books set before their clients, the students, should not only be read but should help them to make their lives worthwhile. Miss Mary Tuohy Ryan, Assistant Supervisor of School Libraries in Wisconsin, spoke about the encouragement of reading for pupils and parents. Her inspiring message particularly stressed the far-reaching influence of a good teacher. Father Redmond Burke's able discussion of the Church control of literature, the Index of Forbidden Books, brought the morning meeting to a close.

In the afternoon session, the Reverend Edmund Goebel, Milwaukee Archdiocesan Superintendent of Schools, made an eloquent plea for more and better school libraries. Reminding the audience that only two per cent of the people in the United States are readers, he showed that pupils must be encouraged by the librarian, by the classroom teacher who has at her fingertips what is in the library for her work, and by the principal who believes that there is not a place more deserving of funds than the library—a place for reading in a field in which they are interested, not merely supplementary or required reading.

During the business session, the following motions were introduced: annual dues of \$1.00 for the Unit membership, with the proviso that an additional membership be instituted in each school having more than eight teachers (passed); Messmer High School shall be the headquarters of the Wis-

consin Unit (tabled); a committee to be appointed for revision of the Constitution (the chairman will appoint a committee for this purpose); and finally, upon the acceptance of the resignation of Miss Mary K. Dempsey as the Unit Secretary-Treasurer, Miss Lilian Gaskell, of Mount Mary College, was appointed to fill that office.

Sectional meetings followed the general sessions.

Lilian Gaskell

Victoria, B. C., Unit

Mr. Richard James Hurley, President of the Catholic Library Association, in his article "World Apostolate of the Catholic Library Association" in the November issue of the *Catholic Library World*, stated: "Our first path is that of organizing Units where we have new members. Canada seems to offer an opportunity for experimenting, and then Mexico. . . ."

It is no longer an experiment. The challenge has been met. The Library Unit frontier has been extended beyond the northern boundary of the United States into Victoria, British Columbia. On December 26, 1946, a new unit, the Victoria Unit of the Pacific Northwest Regional Conference, was organized by Sister M. Catherine Eileen, S.H.N., and Sister Mary Edna, F.S.P.A. Brother Patrick V. Shea, a member of the Brothers of the Christian Schools of Ireland, assumed the leadership by inviting the two Sisters to Victoria, where they met with a receptive audience. Seventeen new members, two of whom are institutional, joined the national Association.

The Most Reverend James Hill, Bishop of Victoria, presided at the meeting. Mrs. N. McDonnell, librarian of the Veritas Free Lending Catholic Library in Victoria, provided the place of meeting. Officers as elected are: Brother Patrick V. Shea, chairman; Mrs. N. McDonnell, vice-chairman; and Mrs. Mary Ormond, secretary-treasurer.

Victoria became the seventh local unit of the Pacific Northwest Regional Conference, the others being Portland in Oregon; Seattle, Tacoma, and Spokane in Washington; and Boise and Coeur d'Alene in Idaho.

THE CATHOLIC LIBRARY WORLD

The Catholic Library Association is now international. There are Units in the South. Which one of them will answer Mr. Hurley's challenge "... and then Mexico. . ."

Sister Mary Edna, F.S.P.A.

Mid-South Unit

More than one hundred and twenty-five member and guest librarians and teacher-librarians attended the sixth annual conference of the Mid-South Unit, which met at Nazareth College, Louisville, Kentucky, on December 27, 1946. Beginning with Mass at the Cathedral of the Assumption, the Conference program spread over two general sessions, including a business meeting, and three divisional meetings. Brother Adalbert, C.F.X., presided at the morning session, with Mrs. Marion Stomer as secretary, and Sister Teresa Vincent in charge of registration. Greetings were extended by Sister Charles Mary, S.C.N., Dean of Nazareth College, and Reverend Felix N. Pitt, Secretary of the Louisville Archdiocesan School Board.

The program follows:

The Catholic Library Looks to the Future—Sister Esther Marie, O.P., Chairman of the Mid-South Unit

Some Nineteenth Century Backgrounds of Catholic Publishing—Sister M. Luella, O.P., Rosary College

Selling Our Wares for Tomorrow's Needs—Miss Margaret Willis, Louisville Public Library

Bibliotherapy: A Counselling Technique—Sister Agnes Lucille, S.C.N., Nazareth College

High School Library Experimentation—Brother Ricardo, C.F.X., Flager Memorial High School, Louisville.

SISTER MARY CANISIUS, S.C.N.

Louisville Unit

In a letter written to Brother A. Thomas, F.S.C., the Vice-President, Sister Mary Canisius, S.C.N., Secretary-Treasurer of the Mid-South Unit, announces the formation of a Louisville Unit. "Last August, we, as has been the practice for several years, held a

library conference, stressing especially the work of the elementary school libraries. At that meeting we decided to form a local unit that for the time being would affiliate with the Mid-South Unit. We have been meeting every other month. We elected Brother Adalbert, C.F.X., Chairman, and Sister Catherine Marie, O.P., Holy Rosary Academy, Secretary. We drew up a constitution and appointed committees. We expect our meetings to be a sort of clinic for school libraries, a place where they can get and give help. The group chose Nazareth College for the meeting place. We comprise the Catholic librarians of Louisville and of the surrounding places, such as Bardstown, Nazareth, etc. We are progressing. Father Pitt, a long-time friend, is very much interested in the library in the school."

CATHOLIC PRESS ASSOCIATION FICTION CONTEST

The Catholic Press Association has announced a contest for short story writers. The details are listed below:

1. The contest is open to all Catholic writers. Authors may submit as many manuscripts as they please.
2. Stories may deal with any theme not repugnant to Christian doctrine or morals. Religious themes are not essential.
3. All manuscripts must be submitted to: Contest Chairman, Catholic Press Association, Box 389, Davenport, Iowa.
4. All entries must be postmarked not later than midnight of March 31, 1947.
5. The prize winning stories become the property of the Catholic Press Association.
6. All manuscripts must not exceed 4,000 words, be typewritten, double-spaced, on sheets 8½ x 11 inches, and accompanied with a self-addressed stamped envelope. The name and address of entrant must appear in the upper left hand corner of the manuscript.

First prize is \$150; second, \$125; third, \$100; fourth \$75; and fifth, \$50. The Literary Awards committee of the CPA will announce the winners on May 22-23, 1947.

NEWS AND NOTES

REVEREND FRANCIS A. MULLIN, 1892-1947

On January 2, 1947 the Reverend Francis A. Mullin, Director of the Catholic University of America Library, died of a heart condition aggravated by pneumonia. A native of Dubuque, Iowa, Father Mullin was ordained by the late James Cardinal Gibbons in Baltimore in May, 1918. He then became an assistant at St. Raphael's Cathedral in Dubuque and was also a professor of modern and medieval history at Loras College, then called Columbia College. He received his Ph.D. degree from Catholic University in 1932; his doctoral dissertation was entitled *A History of the Work of the Cistercians in Yorkshire, 1131-1300*.

In 1936, after the completion of two years work at the University of Michigan Department of Library Science under the personal guidance of Dr. William Warner Bishop, Dr. Mullin assumed the position of Director of the Catholic University Library. His first major task was the preparation of a comprehensive survey of library facilities and the manner in which the library staff and collections were serving the faculty and students. The outstanding note of that survey, which provided the guiding principles of the succeeding years' work, was that of meeting the standards of accrediting associations in the field of higher education and of attaining the level of achievement reached by the libraries of the membership of the Association of American Universities and the Association of Research Libraries.

The library situation at the Catholic University in 1936 was such that the majority of faculty members and students were turning to outside institutions, notably the Library of Congress, for books and reference service. The staff was small, consisting of twelve persons of whom two were NYA student assistants. The budget was only \$30,000. Circulation records indicated that less than 10,000 books were withdrawn annually from a collection of 300,000 volumes while small colleges with libraries of 25,000 volumes and student bodies of 300 (compared to Catholic University's enroll-

ment of nearly 2,500) were issuing between 20,000 and 30,000 books a year. Departmental and private collections had drained the best books from the main library and books in these special collections were largely inaccessible to the average user. The cataloging and classification of books was being done on an overly economical basis, disregarding the help available through the use of Library of Congress cards and classification tables and similar cooperative ventures. The John K. Mullen Library building was too largely devoted to non-library uses.

To these multifarious and interlocking problems Father Mullin devoted himself unsparingly. Personal preferences for research and writing had to be disregarded in favor of day-by-day attention to details of "paper work". Year by year his reports to the Rector reported advances together with renewed emphasis directed to those basic factors still in need of correction. An efficient and permanent staff he rightly regarded as the *sine qua non*. Therefore, it was natural that one of his early decisions should have been that of establishing the internal organization on a five department basis, consisting of Order Work, Cataloging and Classification, Reference, Circulation, and Binding. As a result, by the end of 1946 approximately 75,000 books had been completely recataloged and reclassified with their location specified and contents analyzed through the preparation of almost 150,000 catalog cards.

Despite physical handicaps which became serious in 1941, Father Mullin found time to participate in the work of library associations. With the members of the Association of Research Libraries he was in constant communication; as a result the Library began to participate in such cooperative enterprises as the systematic acquisition of books published in Europe during the war years, the procurement of 50,000 maps supplied by the Army Map Service, and the cataloging of foreign books in the fields of Catholic theology and philosophy. In the Catholic Library Association he was a leading figure, having acted as a member of the Executive Council until the end of

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1943. Several major ventures, such as the *Catholic Supplement to the Standard Catalog for High School Libraries* and the currently progressing *Catholic Supplement to the Shaw List of Books for College Libraries*, owed much to his advice and stimulation.

Probably the most enduring and influential achievement of Father Mullin will prove to be the permanent organization in September 1939 of the Department of Library Science. Up until that time the increasing demands for training in library methods had been met on a partial basis through summer school lectures. The approval of this Department by the American Library Association's Board of Education for Librarianship in September 1941 is an indication of its standing. This Department now offers a full program leading to a degree of Bachelor of Science in Library Science. At present there are over 80 full-time and part-time students in attendance during the regular term.

One of his last accomplishments was the preparation of an Institute on the Catholic Elementary School Library, held at the Catholic University from June 27-29, 1944. Twenty-one lecturers from colleges, high schools, public libraries, state and federal government agencies presented a comprehensive view of existing conditions and future plans in this field so important in Catholic education.

Planning the reorganization of a university library intended to serve over 2,000 full-time graduate students is an assignment of heroic magnitude requiring of the planner tact, humor, and over-average endowments of Christian faith, hope, and charity. Administrative duties of this nature lead inevitably to self-sacrificing anonymity. The glory and honor attached to research publications, to frequent appearances before scholarly groups, to travel at home and abroad, must be put aside as a temptation in favor of faculty committee assignments and library staff supervision. To this role of "anonymous administrator" Father Mullin committed himself. Yet to his staff he was well-known and well-beloved. Constantly

accessible and decisive, a gracious host, and a fine conversationalist, he gave unsparingly to guidance of the library personnel. To his ideal of having the Catholic University Library take its rightful place among the research libraries of the world the library staff is committed. R. I. P.

EUGENE P. WILLGING.

NEW MEMBERS

It is our privilege once again to welcome the following individuals and institutions into membership in the Catholic Library Association. It is our hope that they will become active members of the Association by participation in the activities of their various local units.

Reverend Anthony A. Kleinschmidt, Worthington, Ohio (Contributing)

Sister M. Angela Merici, Milwaukee, Wisconsin

Sister Mary Marjorie, O.S.F., Little Falls, Minnesota

Sister Mary Agnes, S.C., New York, New York

Sister Maura, S.C., New York, New York

Don Bosco Free Catholic Library, Brooklyn, New York

Steubenville College, Steubenville, Ohio

Cathedral School, Savannah, Georgia

Sacred Heart School, Atlanta, Georgia

St. Joseph's Infirmary, Atlanta, Georgia

Dominican Academy, New York, New York

Sister M. Cyprian, S.S.N.D., St. Louis, Missouri

Sister Marion, West Hartford, Connecticut

Rev. Brother Frederick R. Stoehr, F.S.C.H., Vancouver, B.C., Canada

Manhattan College High School, New York, New York

Franciscan Fathers, Christopher Columbus Catholic High School, Boston, Massachusetts.

BOOK NOTES

The American Catholic who's who, 1946 and 1947. Vol. 7. Grosse Point, Michigan, Walter Romig, 1946. 498p. \$6.50

The latest volume of this valuable publication made its appearance shortly after the Christmas holidays. With its approximately 4,800 entries, it furnishes a clue to the lives and activities of prominent American Catholics in all walks of life. Over 500 new entries have been added since the last biennial issue, thereby increasing the usefulness of this tool for all libraries. It is regrettable that some of the individuals listed have failed to comply with the editor's request for furnishing the latest information. This seems to be an occupational hazard of all such directories. In addition to the main list, there is a geographical index, which furnishes a convenient grouping by states and cities, and a necrology of those whose deaths have occurred since the appearance of the last volume.

Annual report of the Librarian of Congress for the fiscal year ended July 30, 1945. Washington, D. C., United States Government Printing Office, 1946. 233p.

From the pages of the latest report of the Librarian of Congress there emerges the personality of one of the most vibrant members of our profession in the person of Dr. Luther Evans, whose long apprenticeship under Mr. Putnam and Dr. MacLeish, whose grasp of the problems of the national library, whose brilliant and forceful direction augur well for continued leadership, a planned expansion and the more adequate realization of plans already laid for the greatest of our libraries.

Significant as indication of the breadth of vision our Librarian of Congress has is the following quotation from the Introduction:

"The Library has grown great, and the mark of its greatness is the growth of its responsibilities. Because this is so, it should be declared now and unequivocally that my colleagues and I repudiate every movement toward reckless aggrandizement, and that we disclaim any ambition to absorb any and all national and international functions elsewhere satisfactorily and consistently performed in the public interest. As for the American library system, it is our fixed purpose to supplement rather than supplant the local resource.

"Now this implies on our part neither abnegation nor abdication. On the contrary,

it implies that the needs of Congress, the Government at large, and the American people can be fully met only if the collections of this Library are comprehensive, organized upon universal principles, and serviced in the national interest. It is my duty to give to these historic traditions their most practical application."

The Report as such is an excellent picture of the present status of the Library. In two parts, of which the present volume is the account of operations, it is supplemented by the excellent "Quarterly Journal of Current Acquisitions". This latter mutating in size and content has most likely by now assumed a constant format. Running through the comments of the various directors on the work of their departments, we occasionally strike items significant, informative and interesting. The microfilming of more than twenty-thousand rare books from the National Library of China. The Hispanic Exchange Project, the Search for materials in war-torn Europe. The need is emphasized throughout, reiterated and repeated that in the present day concept of library work there is no room for the exotic, that need alone is the criterion in the stocking of materials and that no matter what be these materials, if there is need of them, they should be acquired. "The war has shown as never before the importance of the task to which all librarians are dedicated; it has demonstrated beyond question that knowledge, precise knowledge, must form the basis of all government policies and private programs; that knowledge has become so extensive and complicated in our modern world there can be no hope of controlling it except in terms of great research libraries giving a highly responsive service at all points where programs are developed and policies decided. Come what may, whether war or peace, the library resources of the Nation, at the head of which stands the Library of Congress, must be built up in such a way that this Nation possesses the printed, the pictorial, the cartographic, and the other material which will be needed by its government and its people".

Interspersed with the lighter materials are significant trends—the new policies of the card division, the continued interest in music, in Hispanic materials, in processes and in methods, bibliographies and bibliographic contributions. Appendices collect the data significant in placing this year in comparison with others. The excellent report from the *Library Quarterly* of "Reorganization of the Library of Congress, 1939-44", by Dr. MacLeish, and the friendly informative radio talk on the "Job of the Librarian of Congress", by Dr. Evans, enhance the value of this report.

BROTHER A. THOMAS, F.S.C.

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Biography index; a cumulative index to biographical material in books and magazines.

Edited by Bea Joseph. Volume 1, number 1, September, 1946. New York, The H. W. W. Wilson Company. Priced on a service basis

This publication is a one-place index to biographical material appearing in books and periodicals, and marks the first new reference service introduced by this company since the termination of the war. It aims to be "comprehensive in scope, and will serve the needs . . . of both popular and scholarly reference works. It includes current books in the English language wherever published", including analytics as well as references to individual volumes. It also includes references to all periodicals indexed in the Wilson indexing services, as well as references from the obituaries of the New York Times. It is to be regretted, however, that at the present time only three Catholic periodicals are included, *Catholic World*, *Commonweal*, and the *Dublin Review*. Beginning with Volume 1, number 2, a list of books analyzed is indicated in the forepart of each issue.

"All types of biographical material are covered: pure biography, critical material of biographical significance, autobiography, letters, diaries, memoirs, journals, genealogies, fiction, drama, poetry, bibliographies, obituaries, pictorial works and juvenile literature. Works of collective biography are analyzed. Incidental biographical material such as prefaces and chapters in otherwise non-biographical books is included. Portraits are indicated wherever they appear in connection with indexed material. For individuals of antiquity or great historical prominence, about whom biographical material is abundant, only literature of unusual interest or definitive value is included."

The index is arranged in two sections, the main list being an alphabetical listing of the subject about whom the biography is written; the second part is an index to professions and occupations. In the main list, which follows the same format as the other Wilson Company publications of a bibliographical nature, for each "biographee" is given the full name, pseudonyms, dates of birth and death, if deceased, and an indication of the professional status of the individual listed, e.g., "Spaak, Paul Henri 1898-Belgian foreign minister". Then follow the references, arranged alphabetically, to the periodicals and books in which he is treated. Facility of use is increased by cross-references.

This tool should prove a valuable one, indeed, to all libraries, where there is constant demand for material of a biographical nature. It will

prove especially useful at those semester term-paper periods when students besiege the librarian for material "about an actress—or a poet", etc.

Pointers for public library building planners.

By Russell J. Schunk. Chicago, American Library Association, 1945. 67p. \$1.25

Despite the detailed and thorough analyses of building problems in new and old volumes on library planning, Mr. Schunk has been able within the compass of this booklet to marshal a host of helpful suggestions not treated in the more voluminous works on the subject. He calls attention throughout, to the advisability of conference with librarians conversant with the problems in the field, and this is exactly the note he seems here to achieve. He gives the impression of being that interested librarian able, ready and eager to pass along suggestions he has culled from experience with these problems.

The booklet is made up of two sections, of which the first is concerned directly with problems of the public library building and the second with three alphabetical lists of problem children in the fields of construction, of equipment and of service functions. These are the most helpful part of the book and are applicable to most library situations. He definitely opposes skylights and circular stairways. He favors slanted tops on museum cases and warns against lights within the cases. He proposes the use of soft green tones under fluorescent lighting, suggests a wrapping counter and light-finished furniture.

His chapters are short but informative. Problems of remodelling, of alterations, of moving and planning for additions are well handled. His most helpful suggestion is that the finished plan be cut into pieces and these parts given to departments concerned, so that from their study of proportions, of space limitations and their needs, through an almost exact living within these dimensions, they may the more ably suggest alterations in the plans or modifications in the light of their departmental needs.

We liked the author's personal interjections, as in the case of carrels and convenient office space, his experience with pneumatic tires on book trucks and the charitable hiding of quaking knees in having a lectern to speak from, though we do find it hard to swallow the story of the post office lavishly constructed without a mail slot.

"Points for builders" is a distinct contribution. It would be useful in the planning of any type of library building.

BROTHER A. THOMAS, F.S.C.

BOOK NOTES

Encyclopedia of literature. Edited by Joseph T. Shipley. New York, The Philosophical Library, 1946. 2v. \$12.00

In this "first collection of surveys of the literatures of the world", the editor has secured the assistance of ninety-seven contributors to present an authoritative review of literatures written in various languages ranging alphabetically from Acadian to Yugoslavian. These contributors are, in the main, members of various colleges, Catholic and secular, in the United States. Further assistance was secured from the various consulates and embassies in Washington.

Some languages are treated more extensively than others, as is to be expected, considering the background of source material available. In all instances, each contribution presents an accurate picture of the literature surveyed. In some instances, this is the first such representation in English.

College and university libraries and reference librarians will find this a valuable tool, which has been further increased by the numerous cross-references, and the 53 page biography of principal authors given in the second volume.

BRIEF NOTICES

Religion and Ethics

FUERST, ANTHONY NORMAN. *The Systematic Teaching of Religion* (v. 2: Method and matter in religion teaching). Benziger. 646p. Price not listed

Librarians should be grateful to Father Fuerst for the inspired adaptation he has made in translating and in interpreting to Americans the famous "Katachetik" of the late Rev. Michael Gatterer, S.J., in his study of the "Method and Matter of Religion Teaching", the subject of this, his second volume, Father Fuerst goes further in giving us one of the most extensive and one of the most useful and up-to-date bibliographies on Catechetics to be found in English. Page after page of reference to monumental works, modern books, magazine articles and pamphlets make this more of a bibliographical contribution than the

JUST PUBLISHED

SISTERS OF MARYKNOLL

Through Troubled Waters

by

Sister Mary De Paul Cogan

This is the simple moving story—a true story—of the valiantly persevering Sisters of Maryknoll who played such a vital role in bringing relief and solace to war-ridden people in the Pacific area during the war years. It is a first-hand account of humanity and devotion in the midst of cities blazing with bomb-fire, and in camps frightful with famine.

Archbishop Cushing, in his preface to SISTERS OF MARYKNOLL, says: "When the glow of these great and dangerous days has faded, this book will stand as a reminder of the priceless legacy of missionary greatness."

\$2.50

AT ALL BOOKSTORES

SCRIBNERS

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treatise it actually is. From the bold-faced preferred volumes, as well as from the significant explanatory notes to many of his items, he has evaluated most of his suggestions from the standpoint of importance and utility. An excellent reference work for any extensive catechetical library.

BROTHER A. THOMAS, F.S.C.

chaplain and fifteen years of convert-making parish work. It is from this robust background we have a book which we can confidently recommend to our inquisitive students, particularly those ex-GI's who are still seeking the answers to those unfinished "bull sessions" of service years.

BROTHER C. JUSTIN, F.S.C.

HOLLAND, REVEREND JEROME P.

Let's Talk It Over. Bruce. 120p. \$1.75

In spite of the smoke screen of propaganda which in our day too frequently obscures, if indeed it does not blackout, the sun of truth, many of our students fortunately have a yearning for down-to-earth presentation of the truth. Father Holland's book will be received favorably by these thoughtful members of the upper classes of our high schools as well as by our college students. The contents of this little book will appeal for several reasons. First, under attractive titles the author discusses many of the "live questions" of the day. Secondly, this selection is presented in a pleasing style which reflects his experience as a front area navy

CONNELL, REVEREND FRANCIS JEROME

MIAH, C.S.S.R. Morals in Politics and Professions. Newman Book Shop. 187p. \$2.50

One of the serious gaps on the bookshelves of Catholic laymen holding public office, and Catholic professional men, has been occasioned by the lack of books which treat of the specific moral problems confronting public office holders, public servants and professional men. Father Connell, who is an associate professor of moral theology at the Catholic University of America, has done much to fill this gap. Most of the chapters of this little book first appeared in the form of articles in the

MODIFIED DEWEY DECIMAL CLASSIFICATION SYSTEM IN THE 200 CLASS

By Rev. Richard J. Walsh

The work is comprehensive enough for the large technical library and simple enough for the small college or institutional library and for the working library of the individual priest. Modifications and there are many, all contribute to make the scheme fit a strictly Catholic library. A complete index, an abridgment of the scheme, and an expansion of Dewey 348, Canon Law, add to the utility of the book. \$3.00

IN LOVE WITH THE DIVINE OUTCAST

By "A Religious"

Contains words of comfort and encouragement to help the lovers of "The Divine Lover" to live the life of love, which is the life of God projected through Christ into souls sanctified by Grace. \$2.75

INTRODUCTION TO A DEVOUT LIFE

By St. Francis de Sales

One of the world's great religious classics. While written especially for laymen, it contains valuable instruction and edification for priests and members of all religious orders. \$2.00

SPIRITUAL COMBAT

By D. Lawrence Scupoli

One of the greatest among the saints, St. Francis de Sales, for more than twenty years carried this book in his pocket, and never failed to read some part of it each day; he called it his directory and recommended it to all who consulted him on the great affair of salvation. \$2.00

THE PETER REILLY COMPANY

131 North 13th Street

Philadelphia 7, Pa.

BOOK NOTES

American Ecclesiastical Review during the course of the years 1944-45. Those who enjoyed them in magazine form will find further use and instruction from them now, especially since there have been additions to the series. The author set as his goal to write a guide for Catholics in public life. There will be few readers of this book who will deny that Father Connell has succeeded in this ambition.

BROTHER C. JUSTIN, F.S.C.

Political Science

NOCK, ALBERT JAY. *Our Enemy the State*. Caxton Printers. 209p. \$2.50

Albert Jay Nock was regarded at one time as a radical, but in his later years he was looked upon as a conservative. This change was not due to any modification of viewpoint on his part but rather to a decided shift in academic and liberal circles on the theory of the nature of the state. In this little tract, Nock outlines his own notion of the area of the activity of the state. To him, that area should be drastically limited. The state, he thinks, has passed far beyond the proper borderline of its sphere of influence and power. In consequence, he holds that the individual has grievously suffered in his liberty and that even his property has been affected adversely. To bolster this thesis, Nock cites examples from various eras of history, sometimes in a fashion that not all students would approve. Librarians will find that this volume has a limited call.

BROTHER ALEXANDER JOSEPH, F.S.C.

DOLIVET, LOUIS. *The United Nations*. Farrar, Straus. 152p. \$1.75

This "handbook of the 'new world organization'" is a handy compendium for the reference shelves. In his preface, Mr. Trygve Lie, Secretary-General, writes: "This handbook on the United Nations presents a highly interesting and understanding view of the organization as it now exists and it seems to me to capture the spirit of what we are doing and are going to do". The author presents the essential data concerning its structure, purpose and activities, and a constructive brief chapter on its powers and limitations. The appendix contains the Charter of the United Nations, the Statute of the International Court of Justice, and a list of the delegations and personnel. Organizational charts are placed throughout the volume.

RECENT PUBLICATIONS

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MIRIAM, SISTER, R.S.M. *Woven of the Sky*. Mosher Press. 55p. \$2.50

When this volume appeared in 1940, there were great tributes paid to Sister Miriam for the excellence of her moving verse. It is our good fortune to have these poems, together with the preface written by Professor Odell Sheppard, reprinted in this beautifully designed book issued by the Mosher Press, a firm long known for their interest in fine printing.

LIBRARIAN

(Continued from Page 120)

and self-abnegation; but I do insist upon the importance of making the administrators conscious of the fact that library work uses up time; — that if insufficient time is allowed to the librarian, the needs of both students and teachers must be neglected. Let us tactfully do something about it.

Before inviting questions I wish to repeat briefly the points I have made in this short paper.

Our philosophy and the objectives which we have for the library are more important than any devices for stimulating the use of the library, but this paper does not designedly discuss philosophy.

We may stimulate the use of the library by the students directly, by using various types of bulletins, placards, booklists, and walking delegates to lead the pupils to the library. Keep them coming, by efficient and courteous service, especially by a simple charging system, and by displays in the library and by the use of a suggestion box.

We may avail ourselves of the library-enthusiasm of the faculty, encouraging it by making it easy for them to take library materials to their pupils or to bring their classes to the library.

Finally, we may make the librarian himself a more effective source of library vitality by securing for him an adequate amount of time and help for the efficient performance of the duties of his vocation.

CATHOLICS AND CATALOG CODE REVISION

Final revision is now in progress on Part I of the Preliminary American Second Edition of the A.L.A. Catalog Rules under the editorship of Miss Clara Beetle, Library of Congress. Several proposals for revision of interest to Catholics have been made by or to the Catalog Code Revision Committee. On these, expressions will be welcomed by Miss Beetle, whose address is 1803 Biltmore St., N.W., Washington 9, D.C.

About two years ago Sister St. Magdalen, S.P., then at Immaculata Junior College, Washington, D.C., now at Providence High School, Chicago, recommended that the position of *Sister* in personal name headings be transferred from the end of the entry to a point immediately before the religious name. This would result in changing the form from Kohler, Mary Hortense, *sister* to Kohler, *Sister* Mary Hortense. Earlier Library of Congress cards employed the latter form. It corresponds in principle with the position of *Sir* in such headings as Lodge, *Sir* Oliver Cabot. This recommendation was passed on to the Catalog Code Revision Committee by Sister Luella as chairman of the Catalog section of the Catholic Library Association.

The above suggestion would become unnecessary if a recent proposal of the Committee is approved. They are recommending that the terms *father*, *brother*, *mother* and *sister* be added *only* when entry is under the religious name *alone* and omitted when the surname is the entry. Quoting from a letter from Miss Beetle: "This would free the cataloger from the necessity of determining whether a name used with a surname is the secular name or the name in religion."

Other recommendations made by Sister St. Magdalen and me were that all terms referring to or symbolizing the Deity or attributes of the Deity be capitalized. We feel that such expressions as Holy Cross, Sacred Heart, etc. are as clearly proper names as Holy Bible or Holy Scripture.

At the fall meeting of the Washington-Maryland-Virginia unit of the Catholic Library Association, I proposed, after discussing the matter with various members of the staff of the Catholic University library and the Department of Library Science, that the designations *Blessed* and *Venerable* be added in personal headings as is now done for *Saints*. The suggestion was approved by the meeting and was conveyed to Miss Beetle.

The Code Revision Committee is also suggesting that the order of items a) and b) in rule 51 of the 1941 Preliminary Catalog rules be reversed, thus emphasizing the entry under surname. In the rule referred to, section a) reads "Enter under religious name writers who have published all or most of their works under that name." and section b) reads "Enter under surname writers known to the lay public under the surname combined with the name in religion." The proper cross references are indicated in each case.

Another Committee inquiry is with reference to a change in the wording of another paragraph in the same Rule 51. This paragraph is "When the name Mary is abbreviated to M. by the author, indicating that the name following the initial is the distinctive part of the name, it is omitted in both purely religious names and in combinations of secular family name and religious names and in combinations of secular family name and religious given name except in cases where the distinctive part of the religious name is masculine." Would it be correct to change the last part to read "except in cases where the distinctive part of the religious name is a masculine name used by a nun"?

Any comments on the above suggestions or any further recommendations respecting the new Catalog Code will be welcomed and should be sent in promptly either to Miss Beetle or to the writer of this note.

Myron Warren Getchell
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Catholic University of America